

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - June 28, 2010 - 4:00 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### **AGENDA**

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
	A. MSHSL Discussion - C. Anderson, J. Sherwood	
	B. High School Mathematics 9th Grade Program - M. Trewick/math teachers	4
	C. High School Counselor's Visits to Colleges - B. Gildemeister	19
	D. Ready4K Initiative - C. Anderson	29
	E. Strategic Planning - C. Anderson	
3.	CURRICULUM AND INSTRUCTION	
	A. Professional Learning - Alt. Comp./Learning Communities - S. Nelson, D. Falls	38
	B. Assessment Conference - S. Nelson	
4.	FINANCIAL	
5.	HUMAN RESOURCES	
6.	BOARD REPORTS	
7.	SCHOOL BOARD	
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# WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

## MISSION

### **Our Core Purpose:**

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

## VISION

### **What We Intend to Create and Experience:**

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

### **Exceptional Student Learning, Experiences and Relationships:**

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

### **Community Trust, Confidence and Partnership:**

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

### **Operational Excellence:**

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – June 28, 2010**

**AGENDA SECTION:** 1. CALL TO ORDER/ROLL CALL

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Peterson

**Susan H. Droegemueller, Board Clerk, will call the roll:**

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

# Math 1Y: What We Know

Kristen Hummel Addonizio

Nicole Jockisch

June 28, 2010

# Classroom Dynamics – Our Experience

- Math 1 mixed grades
  - Effect of 10<sup>th</sup> graders
- Math 1 just 9<sup>th</sup> graders
  - Teamed classes (2008-2009)

# Differences in Math 1Y

- Common themes for students:
  - Lack of confidence
  - Didn't like math or struggled with math
  - Had gaps or misconceptions

# Other Major Perks for Students

- Time to build meaningful classroom community



# Classroom Community, continued

- “I loved this class. It was like a family to me. When all my other classes were changing your class was the only one I knew all the people in. I will miss you guys a lot!”
- “The thing I really liked about this class was that you got really close to all the people in your class.”
- “The one main thing that made this class better from any other math class that I have been in was the atmosphere....”

# Other Major Perks for Students

- **Having two teachers available to them.**
  - “I like this class because you worked with me one-on-one and that helped me a lot.”
  - “I liked that there were two teachers. I liked this because I could get better help faster and I wouldn’t have to wait and be rushed. I also liked it because I was held accountable for my actions of doing or not doing my homework. This made me really stop and think about what I’m doing right now effective and is it going to benefit me?”
  - “I liked the fact that I had you both in team teaching, because sometimes it helped to hear two explanations. I liked that if one teacher was busy, you could ask another teacher a question.”

# Other Major Perks for Students

- **Having help available consistently and often.**
  - “I liked that you guys gave us a lot of opportunities to come in early or stay after school.”
  - “...and if we didn’t get it you would help us and be there in the morning.”
  - “Another thing I like is how both teachers stay after school for after school help a lot.”

# Other Major Perks for Students

- **Started filling in gaps early to ensure a common ground.**
  - “Well in math class there are a lot of things that I like...learning how to multiply, add, subtract and divide fractions have helped me so many ways – even at home [when cooking].”
  - “I also liked multiplying, dividing, adding and subtracting fractions because it was a good review ‘cause I forgot how to do that.”

# Other Major Perks for Students

- **Significant gains in confidence and work ethic.**
  - “Something that surprised me about this class was about how much I learned in this class and how much I will take away from this class that I will use for the rest of high school.”
  - “Your class really got me to understand math better so I think I will be ready for math 2 next year!”
  - “The thing that surprised me was how much I enjoyed this class...”

# Other Major Perks for Students

- **Perspective shifts**
  - About Math 1Y AND their future in math
- “I have to admit that I was very wrong about this class. As you know, I was not happy to be in 1Y at the beginning of the year, but you quickly changed my mind. You guys allowed me to change my mind about how I work and how I am going to succeed in life.”

# Perspective shifts, continued.

- “I learned a lot about math. Which is weird because before this year I hated math a lot. But since I was able to grasp the concepts easier I like it now.”
- “I just wanted to thank you so much for this experience! I think this class really prepares me for future classes!”

# Managing the Math 1Y Team

- Really important to communicate daily about what was going on, strategies, what students struggled with, etc.
  - Passing time/hall duty important check in time
- Meetings with all 4 of us on a biweekly basis before school
  - Look at big picture, weekly schedules, etc.
  - PLC time would have been very helpful

# Dynamics of Team Teaching

- Common preps among pairs of teachers is crucial.
- Communication
  - Details of student and parent interactions are important to share
- Need to get along, but more importantly, believe the other is working just as hard toward the same goal
- Support system for each other

# What Team Teaching Allowed in the Classroom

- Homework
  - One goes over answers, other answers individual/specific questions and checks in with students that did not do homework
- Instruction
  - Switch off who is main teacher within lesson
    - Other teacher floats around, ensuring kids are focused, writing important notes, answering questions immediately, and interjecting as needed to clarify or add to what other teacher is saying
      - Calculator example

# What Team Teaching Allowed in the Classroom, continued

- Discipline/Student Issues
  - Disruption is minimized because one person can step out into the hall and other can continue teaching
  - Maximizes learning time for other students by not derailing entire class

**College Visits to Boston Area  
March 7-10, 2010  
Mark Elias**

**MIT**

Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	7	0	0
<a href="#">2009</a>	9	2	0
<a href="#">2008</a>	5	1	0
<a href="#">2007</a>	6	2	1
<a href="#">2006</a>	1	1	1

- Computer Science
- Chemical Engineering
- Mechanical Engineering
- Admit Rate of 9.7%
- Enrollment of 4,200
- Essays are large part of application
- Interviews are critical
- Campus is not very attractive...concrete everywhere

**Harvard**

Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	18	1	1
<a href="#">2009</a>	16	3	3
<a href="#">2008</a>	8	1	1
<a href="#">2007</a>	10	1	0
<a href="#">2005</a>	1	1	1

- Economics
- Political Science
- Psychology
- Admit Rate of 6.9%
- Enrollment of 6,700
- Amazing campus
- Offers 6 dozen languages
- Recommends an overnight visit in the fall
- More than 30,000 applications

## Boston College

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	21	11	5
<a href="#">2009</a>	13	3	1
<a href="#">2008</a>	11	2	1
<a href="#">2007</a>	13	7	3

- Literature
- Finance
- Admit rate of 26%
- Private, Jesuit college
- Strong sense of community
- 9,000+ undergraduate population
- Requires a thorough core curriculum
- 50% of students study abroad

## Boston University

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	9	7	1
<a href="#">2009</a>	11	8	1
<a href="#">2008</a>	13	5	0
<a href="#">2007</a>	7	6	2

- International relations
- Business/Marketing
- Communications/Journalism
- Admit rate of 50%
- Diverse student body
- Accelerated medical and dental programs

## Tufts University, Medford, MA

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	4	1	0
<a href="#">2009</a>	7	2	0
<a href="#">2008</a>	2	0	0
<a href="#">2007</a>	5	3	0

- Literature
- Economics
- International Relations
- Engineering
- Admit rate of 24%
- Undergraduate population of 5,000
- Diverse

## Emerson College, Boston, MA

### Application History

Class	Apply	Admit	Enroll
<a href="#">2009</a>	3	3	1
<a href="#">2008</a>	4	1	0
<a href="#">2007</a>	1	0	0
<a href="#">2006</a>	2	2	2

- Theatre
- Creative Writing
- Cinematography and film
- Admit rate of 37%
- Enrollment of 3,200
- Very creative group of students
- Campus blends into the city

**Peach Tree College Tour**  
**Atlanta, GA**  
**April 12-14, 2010**  
**Jane Stapleton**

**Emory University, Atlanta, GA**

Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	10	4	1
<a href="#">2009</a>	7	4	0
<a href="#">2008</a>	3	1	1
<a href="#">2007</a>	10	6	2

- English
- Economics
- Business
- Science is also strong
- Admit rate of 28%
- Enrollment of 6,700
- Research University

**Spelman College, Atlanta, GA**

Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	1	1	1
<a href="#">2009</a>	1	1	0

- Political science
- Psychology
- Admit rate of 33%
- Historical Black women's college
- Enrollment of 2,300
- Community service oriented

## Oglethorpe University, Atlanta, GA

- No Application History
- Literature
- Psychology
- Business
- Georgia Shakespeare Theatre is located on campus (replica of Globe Theatre)
- Enrollment of 1,100
- Most students double major
- Very diverse

## Agnes Scott College, Decatur, GA

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	1	1	1

- Literature
- Economics
- Psychology
- Women's College
- Admit Rate of 45%
- Enrollment of 900
- Strict honor code

## DePaul Counselor Fly-In Program

Chicago, IL

May 11-14, 2010

Brian Gildemeister

## Loyola of Chicago

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	7	7	2
<a href="#">2009</a>	23	21	1
<a href="#">2008</a>	21	19	3
<a href="#">2007</a>	14	11	4

- Biology/biological sciences
- Psychology
- Communications

- Nursing
- Admit rate of 73%
- Enrollment of 9,400 students
- Met with Suzannah Magnuson, our admissions rep
- In the midst of a campus improvement plan
- Main campus is right on Lake Michigan
- Located in very diverse neighborhood
- Also has a campus downtown

## Northwestern University, Evanston, IL

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	36	13	2
<a href="#">2009</a>	39	13	0
<a href="#">2008</a>	31	11	3
<a href="#">2007</a>	37	14	3

- Engineering
- Economics
- Communications/Journalism
- A number of outstanding programs
- Admit rate of 23%
- Met with Ann Kramer, our admissions rep
- Enrollment of 8,200
- Activism is popular
- Very large campus
- Our kids are treated fairly in the admissions process

## DePaul University, Chicago, IL

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	7	6	1
<a href="#">2009</a>	19	18	2
<a href="#">2008</a>	13	9	2
<a href="#">2007</a>	6	5	3

- Communications
- Music
- Theatre
- Business
- Admit rate of 63%
- Enrollment of 14,600
- Met the entire admissions staff
- Main campus is in Lincoln Park area
- Business and Communications colleges are located in the Loop
- Private, Catholic- service oriented
- Diverse student body

## Ohio Counselor Tour April 19-20, 2010 Jennifer Landy

## Miami University, Oxford, OH

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	21	18	5
<a href="#">2009</a>	13	13	5
<a href="#">2008</a>	14	13	1
<a href="#">2007</a>	21	17	0

- Biology
- Finance
- Marketing/Marketing Management
- Admit rate of 75%

- Enrollment is 14,600
- Public University
- Sometimes known as a public Ivy
- Not very diverse
- Beautiful campus

## University of Dayton, Dayton, OH

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	2	2	0
<a href="#">2009</a>	1	1	0

- Engineering
- Business
- Admit rate is 80%
- Enrollment is 7,200
- Private, Catholic
- Not very diverse
- Huge sense of community and camaraderie on campus
- Small school feel

## University of Chicago Fly-In Program May 19-21, 2010 John Batalden

### Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	13	3	1
<a href="#">2009</a>	11	4	2
<a href="#">2008</a>	4	0	0
<a href="#">2007</a>	13	2	0

- Literature
- Biological sciences
- Economics
- Admit rate of 18%
- Enrollment of 4,900
- Highly intellectual
- 3 parts to the college experience...electives, CORE, your major
- Internships are valued

**St. Olaf Department Visit**  
**St. Olaf College, Northfield, MN**  
**April 8, 2010**

Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	50	39	14
<a href="#">2009</a>	45	33	10
<a href="#">2008</a>	45	30	11
<a href="#">2007</a>	63	46	20

- Literature
- Biological sciences
- Mathematics
- Admit rate of 59%
- Enrollment of 3,050
- Met with Brian Burgemeister, our Admissions Rep
- Toured the campus
- Higher requirements for admission
- New science building is impressive
- Honor Code

**Vanderbilt University**  
**Nashville, TN**  
**November 12, 2009**  
**Sarah Bennett**

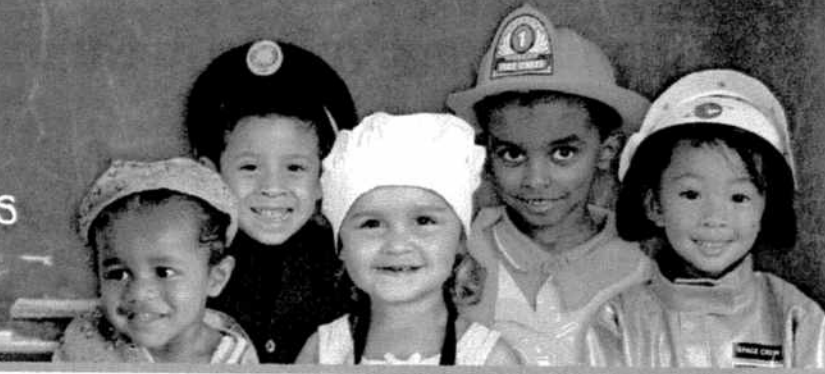
Application History

Class	Apply	Admit	Enroll
<a href="#">2010</a>	11	1	0
<a href="#">2009</a>	5	2	0
<a href="#">2008</a>	2	1	0
<a href="#">2007</a>	4	2	0

- Pre-Med/Dental
- Engineering
- Sociology/Anthropology/Psychology
- Music
- Admit rate of 16.3%
- Enrollment of 6,400

- Met with Torrey Morgan who is our admissions rep
- Rigor of high school courses is very important
- Will super score ACT and Sat
- New living and learning community for all freshmen
- Similar to Boston College

# Minnesota's Future: An Early Childhood Agenda for the Youngest Minnesotans



The path to Minnesota's future prosperity begins with the well-being of all our children. That's why it's important to make smart investments in early childhood development and lay the foundation for future success in school, career and life.

Early experiences literally shape how the brain gets built; a strong foundation in the early years increases the probability of positive outcomes. A weak foundation increases the odds of later difficulties. Chronic stressful conditions in the early years such as extreme poverty, abuse and maternal depression — known as "toxic stress" — can harm a child's developing brain.

Advances in neuroscience, combined with years of research on evidence-based interventions, have helped us design effective policies for children in the first five years of life.

Policies that support the ability of parents, providers of early care and education, and other community members to interact positively with children in stable and stimulating environments help create a sturdy foundation for later school achievement, economic productivity, and responsible citizenship.

## What Minnesota Can Do


Minnesota's next governor should provide leadership on early childhood by adopting these proven investments:

- ✓ Offer home visits and parent education to every first-time parent to help get their children off to a great start.
- ✓ Double the number of at-risk children who participate in high quality early learning opportunities.
- ✓ Implement a statewide quality rating and improvement system for early learning programs.
- ✓ Create community partnerships to coordinate and leverage investments in children's and families' success.
- ✓ Appoint a cabinet-level position to lead a statewide system of child development and early learning services.

## Our Vision:

***Minnesota children are nurtured, healthy, eager to learn and prepared to succeed in school AND in life***

- Children have access to high quality early childhood experiences
- Parents are supported in their responsibility as their children's most important teachers and caregivers
- Families and other adults in a child's life are supported in helping children succeed
- Communities embrace a collective responsibility for children's success



Minnesota's next Governor should offer voluntary home visiting and parent education to every first-time parent to help get their children off to a great start.

**VISION:** New and expectant parents will be offered voluntary home visiting and parent education services that are matched to their needs and concerns. First time teen parents and other families under stress will be offered more intensive services. Every Minnesota community will have quality evidence-based home visiting and parent education services available for their families.

**WHAT:** Support, expand and build upon effective home visiting and parent education services so every first-time parent is offered voluntary in-home visits or parent education by a staff specially trained to work with infants and their parents. These services focus on the child's health and development, maternal health, meeting the child and family's basic needs, and addressing issues of concern voiced by parents to create a strong foundation for parenting and child development..

**WHY:** Some of our nation's costliest problems — child abuse and neglect, school failure, poverty, unemployment, crime and chronic health conditions — are rooted in early childhood. Children's earliest experiences shape how the architecture of the brain is developed and affect the child's life-time health, behavioral and educational outcomes. Parents are responsible for ensuring their child's health and development but parenting can be a challenging job. Infants and toddlers with young parents, parents in poverty, or those with health issues are at high risk. Voluntary home visiting and parent education are well-established ways to help parents become more effective, assess their risks and overcome obstacles. Addressing the needs and strengths of the family and child as early as possible in child's life brings the best results for both children and parents.

**THE CURRENT SITUATION:** Minnesota can build on existing services and funding of effective home visiting services through the state and counties. Since the ROI (return on investment) is to the taxpayer is high for effective programs, current state funding (\$8 million in TANF funds and \$43.8 million in state and local funds for ECFE) should be preserved and Minnesota should seize the opportunity to take advantage of the new federal funds as they become available.

**IT'S A GOOD INVESTMENT:** Early investment in home-based parent support and education starts a positive chain reaction resulting in stronger families. Home visiting and parent education are an important part of early childhood services, particularly for children birth to three years of age. Evidence-based programs can document results: lower public expenditures for services and, improved health, self-sufficiency, behavioral and educational outcomes for families. Investing early in children and families is good for families and good for the public pocketbook.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

Minnesota's next Governor should double the number of at-risk children who participate in high quality early learning opportunities.



**VISION:** By 2015, Minnesota should double the number of at-risk children participating in a variety of high quality early learning settings by expanding funding for high quality child care and pre-school programs — offering at least another 18,000 at-risk children access to high quality early care and education services.

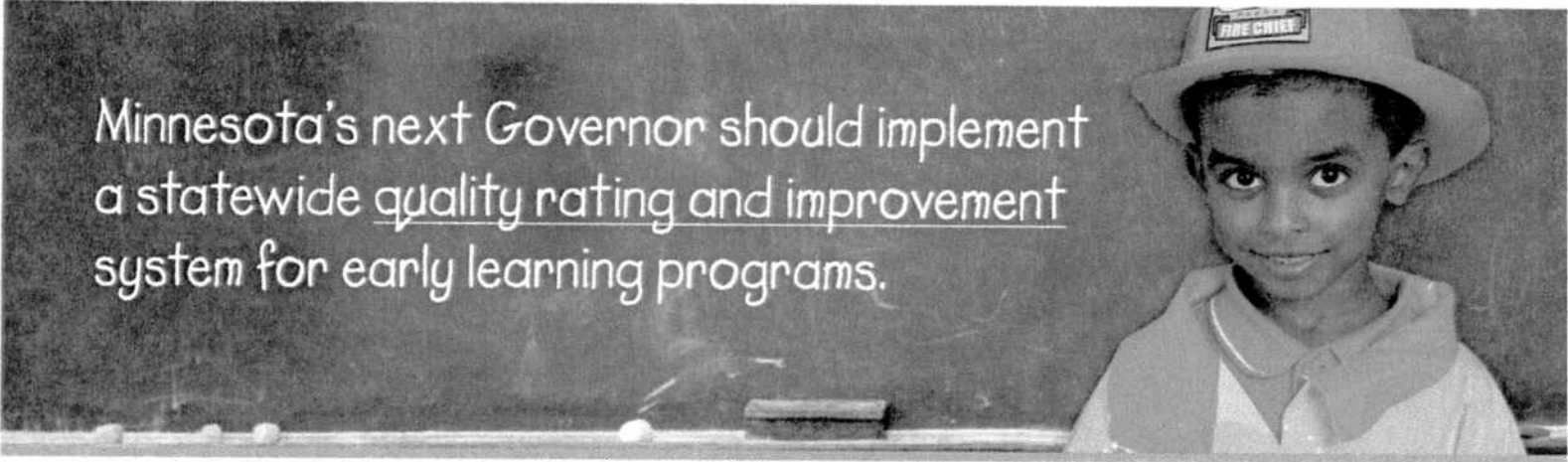
**WHAT:** Minnesota currently invests 1% of the state budget on early childhood care and education services. Reaching an additional 18,000 at-risk children (ages 0-5) with high quality early learning opportunities would double that investment to 2% of the state budget. Additional funding would build on the existing diverse delivery system in early childhood, which includes child care, Head Start and school-based programs.

**WHY:** Long-term investments in Minnesota's youngest children will have far-reaching results for economic growth and future prosperity. At-risk children who participate in high quality early learning opportunities are more likely to succeed in school and become educated workers and citizens. Economic studies demonstrate that the return on investment (ROI) is as much as \$12 for every \$1 invested in the early years.

**CURRENT SITUATION:** Of the 353,901 children under the age of 5 in Minnesota, at minimum 14% or about 50,000 children can be considered at-risk based on their families' income. Currently, we know at least 18,000 Minnesota children (ages 0-4) living in poverty participated in high quality services offered through Early Head Start and Head Start in 2008. Minnesota has a diverse delivery system of early care and education programs that stand ready to expand services and enhance quality to meet the needs of at-risk children.

**IT'S A GOOD INVESTMENT:** Economists say that investing in high quality early learning for at-risk children is the best investment we can make. Increasing Minnesota's investment in early childhood is a smart use of resources and good public policy.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*



Minnesota's next Governor should implement a statewide quality rating and improvement system for early learning programs.

**VISION:** With a statewide quality rating and improvement system (QRIS):

- Parents are empowered to become savvy consumers, and have easily accessible information about the quality of early care and education programs.
- Programs and providers use one streamlined set of standards that are connected to supports and fiscal incentives to help them meet and maintain the standards.
- Policymakers understand where and how to invest additional resources.
- The public feels confident that their tax dollars are invested in quality opportunities.

**WHAT:** A quality rating and improvement system is a method to assess, improve, and communicate the level of quality in early care and education programs. All children have the right to attend good programs that promote their development and learning. High-quality care and education programs include: highly skilled teachers; age-appropriate curricula and stimulating materials in a safe physical setting; a language rich environment; warm, responsive interactions between staff and children; high and consistent levels of child participation; and small class sizes and low adult-to-child ratios.

**A QRIS typically has five components:**

1. *Standards*
2. *Monitoring and Accountability*
3. *Program and Practitioner Supports*
4. *Fiscal Incentives*
5. *Family and Consumer Engagement*

**WHY:** High quality early care and education is a critical element in helping children to be ready for school. A quality rating and improvement system provides accountability that quality standards are being met.

**CURRENT SITUATION:** Minnesota is piloting a quality rating and improvement system called Parent Aware. The Early Childhood Legislative Caucus is developing options for a statewide QRIS financing plan that builds on existing funding as well as tapping new funding sources.

**IT'S A GOOD INVESTMENT:** While we now have a greater appreciation of the importance of the early years, we currently do not have an early learning system that adequately supports the needs of our youngest citizens.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

Minnesota's next Governor should create community partnerships to coordinate and leverage investments in children's and families' success.



**VISION:** Building on their unique assets, communities throughout Minnesota will develop community partnerships to provide a family-friendly system of services and supports to children and families. The state will set outcome goals and provide grants to assist communities in developing partnerships that achieve results aligned with statewide goals.

**WHAT:** Early childhood community partnerships help coordinate the complex delivery system of services for families with young children. Partnerships help local communities communicate, coordinate, and collaborate to deliver services that families and children need. They involve multiple stakeholders — parents, schools, Head Start, child care, county services, unions, business, and non-profits — and recognize that children's success is dependent on a family's and children's overall well-being. Coordinated services include family supports, special needs intervention, and health and mental health care in addition to quality early learning.

**WHY:** Communities are unique in their racial, cultural and language make-up, with young children leading the way in diversity, and communities know best what families and children need to succeed. Partnerships are an effective mechanism that allows communities to build on their strengths to address the distinctive needs of the families and children in their community.

**CURRENT SITUATION:** While we now have a greater appreciation of the importance of the early years, we currently do not have an effective system of early learning services and supports that adequately addresses the needs of our youngest citizens. The delivery system of services for families with young children is often disjointed and uncoordinated.

**IT'S A GOOD INVESTMENT:** Funding to support community partnerships allows communities to streamline services, more effectively share and utilize limited resources, and build public awareness of the importance of the early years. State support for community partnerships offers an important policy lever to create and unify the early childhood system.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

## **Invest Early:**

### ***A Prime Example of a Successful Community Partnership***

The Blandin Foundation's **Invest Early** initiative in Itasca County, Minnesota is a prime example of an early childhood community partnership that's achieving results.

**Invest Early partners** include: Blandin Foundation, Itasca County Public Health, ECFE and School Readiness programs from all four school districts, KOOTASCA Head Start, Itasca Community College, Children's Mental Health, Adult Basic Education, and Bemidji State University.

Invest Early provides four **core services** to children and families: infant/toddler classrooms, preschool classrooms, parent education, and health services.

**A menu of additional services** is available based on needs or interest: adult basic education, transportation, full-day full-year child care, family development, and mental health support. Parents complete one application that meets the requirements of Head Start, child care and school-based programs.

Minnesota's next Governor should appoint a Cabinet level position to lead a statewide system of child development and early learning services.



**VISION:** Minnesota's Early Childhood Director will focus the state's efforts to educate, care for and support our youngest citizens. Minnesota's children deserve to have a smart, strong and well-led system that invests in their success and is one of the state's top priorities. In appointing the Director, Minnesota will align current children's services for maximum effectiveness — achieving the best results for children today, and supporting them as they emerge into our state's next generation of leaders.

**WHAT:** A cabinet level position, reporting directly to the Governor, will design and coordinate a system of state services that focus on the development, learning, safety and economic security of children. When combined toward common goals for children, these services will improve child development and early learning outcomes, increase child safety and family stability, and eliminate school readiness and educational disparities. This position will be accountable for making the best use of Minnesota's resources for children by: giving all children early learning and appropriate developmental opportunities; providing on-going support to the children who are most at risk; and supporting families so they can provide safe, secure and stable environments for their children.

**WHY:** Services, resources and administration of children's development, learning, safety and economic security must be coordinated to serve the whole child and support their families. In doing so, government resources will be most efficiently used in order to provide a stable, healthy, safe and learning-rich environment for each child. By coordinating the delivery and objectives of these supports Minnesota will streamline services, reduce inefficiencies, maximize state and federal resources and move together toward positive outcomes for children.

**CURRENT SITUATION:** Administration of early care and education programs and services is currently shared by the Minnesota Departments of Education, Human Services and Health. No one department or commissioner is accountable for creating an early childhood system that is focused on key outcomes for children and families. This fragmentation is costly, inefficient, and results in many needs of young children going unmet.

**IT'S A GOOD INVESTMENT:** Now is the time for Minnesota to maximize its investment in children through smart coordination and strategic progress toward the best possible outcomes: improved early and on-going learning; increased child safety and family security; elimination of school readiness and educational disparities. Together, these services will create opportunities for children today and will be a smart investment in Minnesota's future.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

## **Ways organizations can participate in the Minnesota's Future campaign**

The purpose of the Minnesota's Future campaign is to educate candidates for Governor and legislators to encourage their support for the policy proposals in the Minnesota's Future platform.

- Have your organization sign on as an Endorser of Minnesota's Future and encourage other organizations in your community to become an Endorser.
- Write Letters to the Editor urging support for Minnesota's Future.
- Attend candidate forums/events and ask candidates if they will support Minnesota's Future.
- Organize a nonpartisan event in your community to meet with candidates for Governor and Legislature to educate them about Minnesota's Future; invite allied early childhood organizations in your community to attend with you.
- Organize parents, teachers and community members to attend Minnesota's Future events in your community, coordinated with the Early Childhood Allies.
- Contribute video testimonials from children, parents, teachers and community members on the importance of investing in early childhood education as part of the Minnesota's Future video project. (Instructions on how to create and share your video will be coming soon.)
- Participate in editorial board meetings in your community on Minnesota's Future.
- Vote in the primary election (August 10) and in the general election (November 2) for the candidate that you think best supports Minnesota's Future.

These activities are supported by the group of Early Childhood Allies who came together to develop the Minnesota's Future platform: Child Care Works, Minnesota Association for the Education of Young Children, Minnesota School Age Care Alliance, Minnesota Association for Family and Early Education, Minnesota Child Care Association, Minnesota Child Care Resource & Referral Network, Minnesota Coalition for Targeted Home Visiting, Minnesota Community Education Association, Minnesota Head Start Association, and Ready 4 K.

For more information, visit [www.ready4k.org/minnesotasfuture](http://www.ready4k.org/minnesotasfuture).

# Minnesota's Future: An Early Childhood Agenda for the Youngest Minnesotans



The path to Minnesota's future prosperity begins with the well-being of all our children. That's why it's important to make smart investments in early childhood development and lay the foundation for future success in school, career and life.

Early experiences literally shape how the brain gets built; a strong foundation in the early years increases the probability of positive outcomes. A weak foundation increases the odds of later difficulties. Chronic stressful conditions in the early years such as extreme poverty, abuse and maternal depression — known as “toxic stress” — can harm a child's developing brain.

Advances in neuroscience, combined with years of research on evidence-based interventions, have helped us design effective policies for children in the first five years of life.

Policies that support the ability of parents, providers of early care and education, and other community members to interact positively with children in stable and stimulating environments help create a sturdy foundation for later school achievement, economic productivity, and responsible citizenship.

## What Minnesota Can Do

Minnesota's next governor should provide leadership on early childhood by adopting these proven investments:

- ✓ Offer home visits and parent education to every first-time parent to help get their children off to a great start.
- ✓ Double the number of at-risk children who participate in high quality early learning opportunities.
- ✓ Implement a statewide quality rating and improvement system for early learning programs.
- ✓ Create community partnerships to coordinate and leverage investments in children's and families' success.
- ✓ Appoint a cabinet-level position to lead a statewide system of child development and early learning services.

## Our Vision:

***Minnesota children are nurtured, healthy, eager to learn and prepared to succeed in school AND in life***

- Children have access to high quality early childhood experiences
- Parents are supported in their responsibility as their children's most important teachers and caregivers
- Families and other adults in a child's life are supported in helping children succeed
- Communities embrace a collective responsibility for children's success

# Principles and Values to Guide Policy Decisions

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## **Opportunity**

Children and families from all backgrounds and all economic circumstances have equal access to high quality early childhood services.

## **Quality**

Early learning programs and services meet high quality standards that address the developmental needs of children birth to school age.

## **Choice**

Parents have meaningful choices among a variety of quality early childhood services.

## **Coordinated**

Building on a diverse delivery system, structures are in place to ensure coordination and integration at the federal, state, and local levels.

## **Comprehensive & Holistic**

Early childhood programs meet the developmental needs of the whole child within the context of their family and their community.

## **Accountable**

Early childhood services are driven by defined outcomes to which programs, providers and the system as a whole are held accountable.

## **Sustainable**

There is sufficient and sustainable investment from both the public and private sectors to ensure continuous access to high quality early childhood services.

## **Valuing Parents & Families**

Parents are recognized as playing the most significant role in their children's healthy development; policies acknowledge that children learn and grow most successfully in strong families.

## **Valuing Professionals**

Early childhood programs and services are staffed with high quality professionals who are supported, both educationally and financially, to meet the developmental needs of children birth through school age.

## **Valuing Diversity**

Early childhood policies and services acknowledge and respond to differences in terms of race, culture, language, geography and a child's particular needs and strengths.

*This platform was developed by an alliance of early childhood organizations that includes: Child Care WORKS, Minnesota Association for the Education of Young Children/ Minnesota School Age Care Alliance, Minnesota Association for Family and Early Education, Minnesota Child Care Association, Minnesota Child Care Resource & Referral Network, Minnesota Coalition for Targeted Home Visiting, Minnesota Community Education Association, Minnesota Head Start Association, and Ready 4 K.*

# Alternative Compensation 2009-2010

**June 28, 2010**

**A Model of Excellence Among  
Learning Communities**

38

*Wayzata Public Schools*

# Vision

**Wayzata's primary goal is to increase student learning by providing each teacher with the support and tools to maximize his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career.**

# Program Components

- ★ **Peer Coaches-Coaching and Evaluating Teachers**
- ★ **Identified Site Goal and Focused Action Plan**
- ★ **Academy for Wayzata Educators-Professional Development**

# Coach Survey Results

1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree

★ **My peer coach provides meaningful feedback. (4.4)**

★ **The coaching process provides me with opportunities to learn and grow in my work. (4.3)**

# Coach Survey Results

1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree

- ★ **As a result of my conversations with my peer coach, I have implemented new learning. (4.2)**
- ★ **I have noticed a positive impact in student learning as a result of collaboration with my peer coach. (4.1)**

# Site Goals

- ★ **Site goal & instructional focus determined**
- ★ **Professional development plan identified & implemented**
- ★ **Current and future challenge regarding SMART goals**

# Goal Data-Elementary Reading

**Birchview goal 72.1, achievement 79.0%**

**Gleason Lake goal 67.6, achievement 72.0%**

**Greenwood goal 77.4, achievement 73.1%**

**Kimberly Lane goal 79.7, achievement 71.7%**

**Plymouth Creek goal 66.6, achievement 71.7%**

**Sunset Hill goal 86.5, achievement 70.9%**

# Goal Data Elementary Math & ECSE Behavior/Attention

- ★ **Oakwood goal 84.4, achievement 87.0%**
- ★ **ECSE goal 42%, achievement 66%**

# Secondary School Goal Data

- ★ **Central goal 62.4, achievement 65.8%**
- ★ **East goal 63.7, achievement 54.7%**
- ★ **West goal 64.6, achievement 64.0%**
- ★ **High School reading goal 91.7,  
achievement 90.3**
- ★ **High School math goal 73.2, achievement  
71.2**

# Academy for Wayzata Educators

★ **26 Courses**

★ **54 Study groups**

★ **93 percent participation**

A Model of Excellence Among  
Learning Communities

# Academy Evaluation Results

- ★ **99.4 percent of study group and course participants, agreed or strongly agreed to “I have learned concepts that will increase my effectiveness as a teacher”**
- ★ **98.5 percent of study group and course participants agreed or strongly agreed to “I have taken information learned and applied it in my work.”**

# Academy Feedback

- ★ “I appreciate the time given for us to have deeper level discussions to make change in how our students learn curriculum. This is something we can’t do in an hour of prep, or an hour staff meeting.”
- ★ “I couldn’t have asked for a better introduction to my teaching career.”
- ★ “I am fortunate to work in such a forward thinking district that focuses on continual growth and support for students and staff.”

# Future Considerations

- ★ **Integration of professional development initiatives**
- ★ **Student achievement goals**
- ★ **Coaching and evaluation challenges**

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - July 12, 2010 - 7:00 PM  
Wayzata City Hall, 600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS  
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Regular Meeting - May 10, 2010
    2. Regular Meeting - June 14, 2010
    3. Special Meeting - June 28, 2010
  - B. District/Professional Memberships for 2010-2011
  - C. Federal Title Funds Combined Application
  - D. Finance and Business Recommendations
  - E. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
  - A. Wayzata Public Schools 2010-2011 Retirees
  - B. July Employee of the Month -
5. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
  - B. Teaching and Learning
    1. Alternative Compensation Final Report
    2. Special Services Report
  - C. Finance and Business Services
    1. Monthly Financial Reports
  - D. Human Resource Services
7. OTHER BOARD ACTION
  - A. Official Designations for 2010-2011 School Year
    1. Bulletin Board
    2. Radio Station for Emergency Announcements
    3. Newspaper
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD  
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – June 28, 2010**

**AGENDA SECTION:** 8. ADJOURN

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Peterson

If there is no additional business before the School Board, the Chair will adjourn the meeting.